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ABSTRACT

As part of a series of publications reporting the promising practices gleaned from pre-elementary Right to Read programs, this guidebook introduces its readers to the format used to describe the promising practices, provides statistical and descriptive information about the pre-elementary Right to Read programs, and describes each of the four manuals that report on the promising practices. The guide consists of an introduction and three sections. The introduction recounts the historical development of early childhood and kindergarten education and discusses factors related to the development of the guidebook series. The first section briefly describes the 37 pre-elementary programs that were in operation during the 1979 fiscal year. The second section identifies the Right to Read programs that contributed materials, activities, or products for inclusion in the series of handbooks, providing the titles and brief descriptions of the products when applicable. The third section describes each of the four manuals, noting their intended audiences and salient features. (RL)

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Promising Practices in Pre-Elementary Right-to-Read Programs.

The Guide

ED197335

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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U.S. Department of Education
Shirley Hufstedler, Secretary

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FOREWORD

The Right to Read program, first authorized in 1974 by P.L. 93-380, has supported 49 pre-elementary programs for the purpose of demonstrating how pre-elementary school children can develop the capacity for reading. This effort, while seemingly modest in its scope, has been in fact an ambitious design for testing some important findings about how pre-school children can be made ready to learn how to read.

Researchers have maintained for years that children can be taught reading readiness, primarily in the home but also in formal pre-school settings. Right to Read provided the opportunity to try out what the researchers have learned in various settings and thereby find out what works and what doesn't. By and large, these 49 projects have succeeded in that task, as this Handbook will testify.

We have included in the Handbook descriptions of a series of effective practices, products and activities. The projects demonstrated a wide variety of techniques and approaches, including the assessment of children's development, cultural and educational needs, the provision of language development and reading readiness activities, parent training, bilingual delivery techniques, oral language development, inservice training of pre-school teachers and day care staff, and diagnostic screening.

In presenting these, we have made no effort to support any particular philosophical position about how and when children acquire the various developmental skills and abilities needed to learn how to read. But the reader will note that these projects reflect a variety of assumptions about reading readiness and about how children learn. It has been our job to encourage the development of these differing approaches and the philosophical concepts that lie behind them.

The new Basic Skills legislation (P.L. 95-561) has added the skills of written and oral communication and mathematics to that of reading. While the material included here concerns reading readiness, much of it will be of interest even to parents, administrators and teachers who are now ready to emphasize other curricula in the development of basic skills programs for pre-school children.

It is our expectation that this Handbook will prove highly useful in moving the state of the art of delivering effective basic skills pre-school education programs to the children of this nation.

Shirley A. Jackson
Director
Basic Skills Program

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INTRODUCTION

"I went to a public kindergarten. What a marvelous and loving person the teacher was. Her curriculum was full of pre-reading activities. Books were everywhere—books to read; books to be read; books to listen to. Creative dramatics was a part of every day. We even performed on stage each week. We dramatized Cinderella, Snow White and the Seven Dwarfs, Jack and the Beanstalk. We cooked; we ate; we took a walk each day; we went to the symphony; to the ballet. Our parents made costumes; they came to school each week to plan parent activities.

This was a kindergarten full of experiences developing every child socially, physically, academically, and emotionally.

I don't remember ever being unhappy; I don't remember having to read a preprimer or basal reader; but I did learn to read in the first grade."

Little, 1979

"I grew up in the city. I went to school when I was seven. We were poor. Many days I could not go to school because I had no clothes to wear—especially in the winter. When I did go to school, I would daydream or fall asleep. My teacher always yelled. I was hungry most of the time. We never had any books at home. We had books at school, but I could not read. I never learned to read."

A prison inmate who prefers
to remain anonymous

The above quoted paragraphs are perfect examples of childhood experiences, both negative and positive, that have a profound effect on our lives as adults. One author is gainfully employed and is a successful, contributing adult—she learned to read at an early age. The other is a societal outcast, an offender—he never learned to read—like so many other people who never learned to read.

Yet, reading is so important to our daily lives. The printed word is one of our major forms of communication. It is everywhere—on labels, street signs, in books. The list is unending. If reading is such an integral part of our lives, why have so many people not learned to read?

Little (1979) reports findings from research to show that early environmental factors are related to poor reading. These factors are:

-Inadequate vocabulary
-Lack of early experiences with a variety of shapes and sounds.

-Lack of experiences that related to the content of the books used in school.
-Lack of stimulation through books.
-Lack of discussion, questions, and answers.
-Negative attitudes toward school and authority and learning.
-Rigid restrictions on children's behavior.

Further findings show that the style and quality of interaction between mothers and their very young children are directly and positively related to later academic success (Little, 1979)—thus lending support to the claim that, "the parent is the child's primary and most important teacher."

Historical Development of Early Childhood and Kindergarten Education.

Historically, what provisions have we made for the education of our young children? The first kindergartens appeared in the United States in the mid 1800's. The idea came from Germany and the kindergartens were fashioned after the German system of education.

During the first half of the twentieth century, early childhood education emphasized the physical, social, and emotional development of young children. There was little emphasis on developing cognitive skills.

In the 1920's nursery schools prospered in the United States. Many were in universities and served as research centers. Others were private schools serving children of the wealthy.

During the decade of the depression, publicly funded child care centers sprouted and became increasingly popular. These centers were essentially designed to meet the basic needs of two groups of young children: children whose parents were working and children whose parents were too poor to give them adequate care.

During the 1940's and World War II the world of day care centers flourished. Fathers had to go off to war leaving mothers to work in factories and war industries. The young children had to be cared for while their mothers worked. Consequently, day care centers were set up in many of the factories. This marked the first attempt at employer sponsored child care facilities in the United States.

The 1960's marked a turning point. During this decade the federal government interceded and government sponsored child care programs emerged, principally Head Start and Follow Through. The expansion of programs for young children continued in the 1970's with the advent of Title XX and the Reading Improvement Program.

Perhaps because of the magnitude of the program, Head Start has been in the forefront and has received national attention. Though initially controversial, research has shown that Head Start has positive and lasting impact on the lives of children. Academic

and social gains made in Head Start are maintained in public school. Head Start has given thousands of needy children the opportunity to develop their cognitive skills while at the same time providing for physical, social, and emotional development.

Because of these positive results, Head Start has influenced the bureaucratic structure and has been primarily responsible for the increase in educational programs for young children.

-The District of Columbia and California currently operate pre-school classes for four year olds through the public school system.

-To date, more than 49 pre-elementary Right-to-Read programs have been funded. The majority of these programs serve four and five year old children.

-An increasing number of legislative bodies have mandated public kindergarten for all five year olds. But the task is far from being complete.

In many states the mandatory school age is six or seven. Parents and educators are charged with the continuing responsibility of showing the law makers the need for and value of early education programs for young children. Head Start and the Right-to-Read programs provide data to indicate that, once young children are exposed to appropriate and varied environmental and social stimuli and experiences, extensive cognitive gains are made. Perhaps, with some publicity from parents and educators, these data will impact on the appropriate legislative bodies so that the dream of mandatory public kindergarten for 100% of America's children will soon become a reality.

Adapted from:

Little, Barbara S. "Why Early Childhood and Parent Involvement" Paper presented at the National Congress of PTA's, Milwaukee, Wisconsin, June, 1979

Factors Related to the Development of the Handbook

In 1974, Public Law 93-380 of the Education Amendment Act was enacted and amended by Public Law 94-194. Under the auspices of this Law, the Right-to-Read effort was authorized to administer Title VII, the National Reading Improvement Program. This law enabled funding of pre-elementary Right-to-Read projects.

Since Fiscal Year 1976, local and state educational agencies, appropriate non-profit organizations, and child care institutions, were eligible to apply for funds, "to carry out demonstration programs which would develop the capacity of pre-elementary children for reading." A total of forty-nine pre-elementary programs have been funded for varying lengths of time, ranging from one to four years. Thirty-seven of these programs were in operation during FY '78.

These pre-elementary programs are located throughout the United States and the Virgin Islands—in rural, urban, and suburban areas. The programs are based in state and local educational agencies, non-profit educational organizations, and universities. Children from various ethnic and cultural groups are served, and many of the projects are bilingual in varying degrees. Languages spoken by the pre-elementary children and/or their parents include: English, Navajo, Spanish, French, Haitian, and Portuguese.

The majority of the programs served four and five year old children. A few programs served pre-school children who were as young as three years; and, in one program children up to eight years of age were eligible to receive services.

The basic goals for all of the programs were fourfold:

1. Developmental assessment of target population to determine the current level of ability in various skill areas: cognition, language development, gross motor, perceptual (fine) motor, and personal/social development.
2. Provision of unique, creative, varied, and age-appropriate activities that are designed to enhance and improve the reading ability of children.
3. Parental input and involvement for the purpose of making parents aware of the key role they play in the education of their children, and providing parents with easy, varied, fun activities to do with their children.
4. Provision of an ongoing staff development program and implementation of innovation and change in instructional techniques and activities.

As the pre-elementary Right-to-Read programs evolved many exciting things began to happen. Naturally, the young children were excited about learning, and with the focus of the programs being on reading readiness activities, many of the children were ready to read before they entered first grade. Some were reading in kindergarten.

Further, in implementing the programs, many unique and innovative instructional products and activities were developed and/or refined in various forms—curriculum, handbooks for parents and/or teachers, brochures, pamphlets, newsletters and flyers.

In reviewing these various products, the DHEW/OE felt that it had a responsibility to spearhead an effort to share, at least, the best of these products. In this context sharing has a dual connotation. It means, first, making the Nation aware that, contrary to some of the current educational theories, children can be ready to read, and many can read, before they enter the first grade. Secondly, it means dissemination and replication of effective and innovative products that have been developed by the pre-elemen-

tary Right-to-Read programs. The assumption is, that if the products are made available to programs, individuals, and institutions who are charged with educating young children, then the effective practices and products will be widely used. The result—more children will have the opportunity to learn to read before they enter the first grade.

In keeping with responsibility of sharing products of the pre-elementary Right-to-Read programs, the DHEW/OE set as one of its objectives for FY '79:

> *"To identify effective practices in pre-elementary programs through an 8-a contractor."*

The contract was awarded to Children (1st) First, Inc. (CFI) of Washington, D.C. CFI was charged with the task of developing a Handbook which would serve as the avenue through which the effective practices of the pre-elementary Right-to-Read programs are disseminated.

Design and Purpose of the Handbook

As stated in the proposal, CFI's primary goal was:

> *"To develop an interesting, useful, and creative handbook that:*
> *-can be utilized by a wide variety of institutions and individuals;*
> *-identifies effective products and practices;*
> *-outlines the processes by which these products and practices can be implemented."*

In planning and formulating methods by which to achieve that goal several variables were considered. To the writers, an extremely important variable was the aesthetic appeal of the Handbook. While interest and usefulness were also priorities, if the Handbook did not appeal to people, if it did not immediately capture the attention, stimulate the curiosity, and evoke the desire to read, then the Handbook would not be read—no matter how interesting and useful the content. Consequently, extensive effort was devoted to lay-out, print, graphic representation, and cover design—all variables that contribute to the aesthetic appeal of the final product.

Another key variable was that of "identifying effective practices and products." A voluminous amount of information was obtained from the existing pre-elementary Right-to-Read programs in various written forms—curricula, handbooks, pamphlets, newsletters, and flyers. The majority of the products were exemplary, and contained a wealth of creative and innovative activities designed to assist in the development and mastery of skills that are utilized in the process of learning to read and reading. The writers then had the difficult task of carefully read-

ing and re-reading all the information for the extremely important purposes of:

- -Including information from as many programs as possible,
- -Avoiding excessive duplication of activities,
- -Including a variety of activities and sufficient information so that the Handbook could, in isolation, be a practical and informative tool for the user,
- -Developing a succinct document so that the user does not become overwhelmed by its size—cogency, clarity and brevity became salient words.

A third consideration was the phrase, "can be utilized by a wide variety of institutions and individuals". The final document had to be applicable to parents, teachers, and administrators—a difficult but surmountable task. After deliberation, it was decided to develop one Handbook that was composed of an overall introductory section and four separate manuals and a guide: a theoretical perspective, a manual for parents, a manual for teachers, and a manual for administrators. The Handbook and manuals are designed so that they can be used individually as well as in aggregate.

HOW TO USE THE GUIDE

This section of the Handbook—*The Guide*—is designed to serve several purposes. First, it is a tool to clarify the format and content of the handbook for the reader. Second, it provides statistical and descriptive information about the pre-elementary Right-to-Read programs. Third, it gives credit to the contributing programs. In an attempt to achieve those purposes, *The Guide* is divided into three sections:

- **The Pre-Elementary Right-to-Read Programs**
  This section briefly describes the thirty-seven pre-elementary programs that were in operation during FY '79.

- **The Contributing Programs**
  This section identifies the programs that contributed materials, activities, and/or products for inclusion in the Handbook, and provides the title and brief description of the products when applicable.

- **The Manuals**
  This section describes each of the four manuals and serves as a guide for the reader. The four manuals are:

Manual I:	*Development of Pre-Reading Skills: A Theoretical Perspective*
Manual II:	*Pre-Reading Ideas for Parents*
Manual III:	*Promising Practices for Teachers in Pre-Elementary Programs*
Manual IV:	*Promising Practices for Administrators of Pre-Elementary Programs*

PRE-ELEMENTARY RIGHT-TO-READ PROGRAMS

Thirty-seven pre-elementary Right-to-Read programs were operational in FY '79. All of these programs were invited to submit products, activities, and practices for inclusion in the Handbook. The following are brief synopses of the thirty-seven programs.

ARKANSAS

Program Title and Address:

1. Little Rock School District
Markham and Izard
Little Rock, Arkansas 72201

Right to Read Director:
Betty Pagan

Target Audience:

The target audience is kindergarten children (5 years of age on or before October 1 of the current school year) who are enrolled in eligible elementary schools.

Description:

The program focuses on the developmental levels of children. Their developmental, cultural, and educational needs are assessed, and appropriate and varied experiences in each domain of behavior are provided. Language skills, auditory discrimination, visual perception, and motivation to learn are primary concerns.

A variety of assessment techniques are used, both formal and informal. The Circus, a norm-referenced test, is the formal assessment instrument that is used. In addition, the children are observed.

An ongoing staff development effort is an integral part of the program. Through workshop sessions, staff members develop competencies in diagnostic/prescriptive teaching. Communicating with and involving parents in the program is a key aspect of the program.

CALIFORNIA

Program Title and Address:

2. Behavioral Science Institute
969 Pacific Street
Monterey, California 93940

Right-to-Read Director:
Glenda G. Keil, Director of Special Projects

Target Audience:

The target population is three to eight year old children who have problems in talking and/or reading. The children attend a local day care center which primarily serves a low socio-economic population.

Description:

The project is aimed at (1) providing language development and reading-readiness activities for children, (2) parent training, and (3) staff development for teaching staff.

Each child in the center receives testing in linguistic skills and reading decoding/comprehension skills to determine their skill level and need for the Monterey Language or Monterey Reading Program.

Program Title and Address:

3. Corona-Norco Unified School District
300 Buena Vista Avenue
Corona, California 91720

Target Audience:

Students in pre-schools, ages 4 to 5.6 years of age, who come from disadvantaged homes.

Description:

The project is referred to as Project READY—*R*eadiness *E*nrichment

Right-to-Read Director:

Herbert E. Thompson, Coordinator, Special Projects

*A*ctivities for *D*isadvantaged *Y*outh. The instructional approach is eclectic in scope but highly structured and specialized as it relates to classroom activities. Three "teacher-centered" bilingual delivery techniques are employed on the following basis:

a. *Preview-Review:* A structured bilingual technique for presentation of new material to linguistically mixed groups in Culture, Reading Stories, Reading Readiness Activities, etc.
b. *Concurrent:* A language-alternating technique for reviewing previously studied material or making announcements to linguistically mixed groups.
c. *Parallel:* A monolingual technique for presenting and practicing material with linguistically homogeneous groups, exclusively in Spanish or English, especially for native oral language development and for native language reading instruction.

Oral language development in a second language is accomplished with a dual approach: structured practice sessions conducted audio-lingually followed by opportunities for practical application of structures and vocabulary. Student-centered learning opportunities are provided in the form of interest centers, individual and small group work, and exploratory assignments.

Students are assessed as to their cognitive styles and preferred mode of learning, and teaching strategies are applied on the basis of assessment results. Student and teacher classroom activities are periodically monitored to ensure that appropriate learning opportunities are being provided.

Program Title and Address:

4. Cosmopolitan Brotherhood Association
P.O. Box 4442
Santa Ana, California 92702

Right-to-Read Director:

Robert Lee Brock

No further information is available.

Program Title and Address:

5. Elk Grove Unified School District
Elk Grove, California 95624

Right-to-Read Director:

JoAnne Gatejen, Project Coordinator

Target Audience:

Approximately 600 kindergarten students, Head Start students, and students enrolled in Adult Education cooperative pre-school programs.

Description:

The project is referred to as the Pre-elementary Prescriptive Intervention Program. It is a diagnostic/prescriptive program for 3-6 year olds in the areas of motor coordination, visual-motor performance, visual perception, visual memory, auditory perception, auditory memory, receptive language, expressive language, and thinking skills. Emphasis is placed on the identification of "at-risk" children. The Santa Clara Inventory of Developmental Tasks is the assessment instrument used.

Parents are trained to work with small groups of children and the school district support staff provides additional remediation as needed.

COLORADO

Program Title and Address:

6. Adams County School District #14
4720 East 69th Avenue
Commerce City, Colorado 80022

Target Audience:

All three and four year old children and their parents in three target school areas. Priority is given to servicing children with identified language needs.

Description:

The program is referred to as project CAP: A *C*ooperative *A*pproach to *P*reschool. It is a home-based program that capitalizes on parent and community

Right-to-Read Director:

Larry Seckels, Director of Elementary Education

participation in an effort to increase language development and self-concept for the children.

The Denver Developmental Screening Test is administered to all children. When the need occurs, further diagnoses via referral to the Special Services Department are completed.

Classes are conducted once weekly in kindergarten classrooms that are made available to the project on Saturdays. Parent volunteers assure a 1:5 staff/child ratio, and bilingual aides are employed to work in the classroom. Weekly home visits are made by the teacher or teacher-aide during which parents are helped to work with their children.

DISTRICT OF COLUMBIA

Program Title and Address:

7. Spanish Education Development Center
1840 Kalorama Road, N.W.
Washington, D.C. 20009

Right-to-Read Director:

Jaime Gonzalez

Target Audience:

Forty-two three, four, and five year old children whose families are immigrants from Hispanic American countries and whose average household income is below $11,000 per year.

Description:

The project is referred to as the Lado Early Reading Project. Its primary goal is to help children acquire English literacy, through Spanish literacy, before first grade. Reading materials, developed by Robert Lado, are presented to the children daily for approximately 20 minutes per child. The materials consist of a number of lessons that are heirarchical in nature. Lessons range from pictures, to words, to phrases, to sentences, to short stories. Children are guided from non-reading to independent reading. The Lado materials follow a prescribed format which is simple for family members to use at home and flexible enough to allow for many game-like variations. Children begin with reading experiences after seven to fifteen months, while they continue maintaining and developing their Spanish reading skills.

GEORGIA

Program Title and Address:

8. Baldwin County Board of Education
Federal Programs Division
435 North Cobb Street
Milledgeville, Georgia 31061

Right-to-Read Director:

Kathryn T. Powell

Target Audience:

One hundred and thirty, four year old children in a home-based program and seventy, five year old children in kindergarten classrooms.

Description:

The project is referred to as project BOLD: *B*aldwin *O*pportunities for *L*anguage *D*evelopment. The overall goal is to develop the capacity of pre-elementary children for reading by providing language development activities for children, training for parents, and staff development activities for teachers and aides. As a follow up to diagnosis of language skills for each child, a Plan of Individual Readiness Tasks (PIRT) is designed, which determines the activities for instruction. Home-based instruction is provided twice weekly with parents observing, participating, and following through. The major focus is on the development of language skills appropriate for success in the first grade. Parent/community participation includes observing/participating in home-based instruction, attending child development and other training sessions, serving as members of the Parent Advisory Council, and individual conferences. The children are assessed through use of the Assessment Inventory Scale and the Cooperative Preschool Inventory.

Program Title and Address:

9. Lanier County Board of Education
242 Valdosta Road
P.O. Box 158
Lakeland, Georgia 31635

Right-to-Read Director:

Cynthia B. Rice

Target Audience:

All pre-schoolers, age 4 by September 1, who reside in Lanier County.

Description:

The project goal is to develop the capacity of pre-elementary children for reading by providing educational experiences for the children, training for the parents, and staff development for the teachers. The program consists of a four-month "in home" program and seven-month "in school" program, with each child participating in a five-week "in school" session. After diagnosing the needs of each child, through the use of the Carolina Developmental Profile, the teacher establishes objectives designed to increase developmental abilities in gross motor, fine motor, visual perception, reasoning, receptive and expressive language, and socio-emotional development. Parents observe the teacher during home visits, and materials are left in the home on a loan basis. The "in school" program consists of three and one-half hours per day for five weeks. Parental involvement includes large group training sessions, individual conferences, borrowing materials from loan library, and volunteer services in the classroom.

IDAHO

Program Title and Address:

10. Minidoka County School District #331
633 Fremont Avenue
Rupert, Idaho 83350

Right-to-Read Director:

Floyd W. Merrill/Doris P. Wright

Target Audience:

All pre-school children, age 4 or 5 by October 15, residing in Minidoka County School District #331, who demonstrated a developmental lag.

Description:

The project is designed to support and improve parents' teaching/parenting behavior and thereby influencing development of the child's growth/learning potential. The major focus of the project is a weekly home visit by a trained paraprofessional who gives parents information about child growth and development, health care, etc., and provides them with a task selected to meet the developmental needs of the child. Some of the needs are indicated through the instrument, *D*evelopmental *I*ndicators for the *A*ssessment of *L*earning (DIAL), and others from the experience of the educator and parent. The parents are instructed to work on the task during the week.

ILLINOIS

Program Title and Address:

11. Rockford Public Schools
Department of New Funded Programs
121 S. Stanley Street
Rockford, Illinois 61102

Right-to-Read Director:

James Anderson, Director of New Funded Programs

Target Audience:

Children, age 4 by January 1, residing in selected school attendance areas, who have been identified as needing program intervention prior to entering kindergarten. The project also serves children, selected on the basis of need, from five day care facilities.

Description:

The program is designed to provide effective pre-school intervention for children who have been identified, through use of the Caldwell Cooperative Pre-School Inventory, as lacking many of the basic readiness skills needed for success in kindergarten. The program has three major components: classroom work for children; education for parents; in-service training for teachers and day care staff. The children attend classes for four half-days each week. The fifth day is utilized for inservice training, teacher preparation, and parent-teacher conferences. The curriculum keys on the children's identified needs for language development and enhanced self-concept. Other skill areas are gross and fine motor, visual and auditory perception. One half-day each week the parents participate in an educational program designed to improve parenting skills.

Program Title and Address:

12. School District #147
155th Place and Hoyne Ave
Harvey, Illinois 60426

Right-to-Read Director:

Fannie E. Reeves

No further information is available.

Program Title and Address:

13. The Schoolhouse
1221 Lake-Cook Road
Highland Park, Illinois 60035

Right-to-Read Director:

Rhea Thompson, Right-to-Read and Schoolhouse Director

Target Audience:

The project works with multi-ethnic and multi-language families at the northern tip of an otherwise suburban strip 30 miles north of Chicago.

Description:

The objective of the program is to recognize and actualize the language arts competency potential of approximately 40 children, in addition to those children who are enrolled in the Schoolhouse's school-based program. Norm-referenced and criterion measures are used to assess the children. The instructional program merges two unique components: (1) The actual reading readiness instruction is based on one of four possible linguistic-based strategy approaches matched to each child in the multi-age team-taught environment. The basis of the child's learning pattern is indicated by his/her initial diagnostic session and on-going evaluation. Only the process and skill development are specified. The choice of materials, variety of projects, budgeting of time, group and individual work, and daily contracting are self-regulated by the children. (2) Personal and Social awareness training is provided for the purpose of increasing the child's perception of self as a loved, competent, and efficient learner, problem solver, and reader.

The parent involvement component consists of bi-monthly programs, parent visits, weekly newsletters, and take home packages.

KANSAS

Program Title and Address:

14. Hutchinson Public Schools
USD
1520 North Plum
Hutchinson, Kansas 67501

Right-to-Read Director:

Richard L. Fritschen, Coordinator of State and Federal Programs

Target Audience:

Parents of and pre-schoolers age 3-5 who reside in USD 308.

Description:

The program is referred to as project PERC: *P*reschool *E*ducational *R*esource *C*ommitment. PERC provides services to assist parents in the acquisition of teaching skills necessary to help them develop their child's reading readiness prior to kindergarten. Several assessments including locally developed tests and standardized tests are used to determine children's special needs in the reading readiness skill areas. Appropriate program services, based on the assessed needs, are selected by resource teachers and parents. Services include: (1) group meetings of 10-12 parents at a resource room to receive packages of enrichment activities called Par-Tee Pages and to learn how to use the activities; (2) lending library of parenting materials for learning activities and AV materials; (3) weekly home visits (4) three month transitional preschool, with parents serving as an aide one day per week; (5) speech and language screening and programming.

KENTUCKY

Program Title and Address:

15. Hardin County Board of Ed
110 South Main Street
Elizabethtown, Kentucky 42701

Target Audience:

All kindergarten children, age 5 by September 1, residing in Hardin County School District.

Right-to-Read Director:

Leanna Shearer, Elementary Coordinator

Description:

The project's goal is to provide children with the entry skills that are necessary for successful participation in the regular basal reading curriculum. All children are screened with the Santa Clara Inventory, to determine developmental ability in the following areas: motor coordination, visual motor performance, visual perception, visual memory, auditory performance, auditory memory, language development, and conceptual development. Parents are provided with the opportunity to participate in workshop activities designed to assist them in developing their child's reading readiness skills. In addition, results of the screening are shared with parents, and parents are encouraged to use selected activities from the parent handbook: *Ideas for Parents.* The staff development activities are designed to enhance the teacher's diagnostic ability, public relations skills, and knowledge in the area of reading readiness developmental activities.

Program Title and Address:

16. Trigg County Board of Ed
P.O. Box 31
Cadiz, Kentucky 42211

Right-to-Read Director:

Jack F. Turner

Target Audience:

Four, five, and six year olds in Trigg County, Kentucky.

Description:

The goal of the Trigg County project is to develop the capacity of pre-elementary children for reading, and to improve the pre-elementary program through diagnostic screening, prescriptive instruction, staff development, parental involvement, and coordination of programs. To achieve the goal, specific objectives were designed: (1) to implement a diagnostic screening program; (2) to provide instruction in response to the child's maturation, language, experiental background, and attitudes; (3) to implement a parent volunteer program; (4) to train parents to administer diagnostic tests; (5) to train parents to provide readiness experiences commensurate with the developmental stages through which children are likely to pass; (6) to conduct in-service staff development; (7) to provide instructional materials for school and home use; (8) to document project activities through brochures, reports, pamphlets, and a slide-tape presentation.

LOUISIANA

Program Title and Address:

17. Northeast Louisiana University and Monroe City Schools
Strauss Hall #230
Northeast Station
Monroe, Louisiana 71209

Right-to-Read Director:

Martha B. Upshaw

Target Audience:

All kindergarten students and teachers in Monroe City Schools and area private and parochial schools.

Description:

The goal of the project is to provide beginning learners with every planned experience possibly that will ensure success in initial reading. The children are assessed twice annually using the Science Research Associates, Reading Readiness Test. Based on the results, a prescriptive plan for remediation of specific skills is developed and lessons in every curriculum area are presented in sequenced form. A Reading Readiness Curriculum Guide for Kindergarten Teachers entitled: *A Garden of Learning for Kindergarten Children,* has been developed and serves as a practical aid for new and experienced personnel. Monthly staff development sessions that center around mastery tests, discipline, and other areas, are utliized for teacher growth and motivation.

Program Title and Address:

18. Roman Catholic Church of the Diocese of Baton Rouge
1800 S. Acadian Thruway
P.O. Box 2028
Baton Rouge, Louisiana 70821

Target Audience:

Approximately 215 pre-school children attending the four project schools in the Baton Rouge area.

Description:

The project undertakes a diagnostic/prescriptive approach to pre-elementary reading readiness focusing on facilitation of appropriate whole child development.

Right-to-Read Director:
Sidney J. Heider

The identification of developmental weaknesses and deficiencies through psycho-educational instrumentation is the essence of the project. This approach is supported in two ways: first, through staff development efforts involving both public and non-public early childhood education staff; and second, through direct involvement of parents of project school children in understanding the developmental concepts, in understanding the early intervention concepts, and finally, in using teacher-made and publisher-made prescriptions in an at-home effort.

MASSACHUSETTS

Program Title and Address:

19. Boston University Pre-elementary Reading Collaborative
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Right-to-Read Director:
Judith A. Schickedanz

Target Audience:

Four and five year olds in three day care centers in Urban Boston. Young children from 0-6 and their parents in a clinic setting at Boston Children's Hospital.

Description:

The project provides direct services to children and in-service education to teachers by utilizing various resources including undergraduate and graduate student volunteers from Boston University. Numerous workshops and conferences are held so that teachers can request materials, discuss children, make materials, etc. Parent education is achieved through activities provided in a hospital clinic setting, and at the day care centers through a newsletter, workshops, and a parent-lending library.

One of the strongest aspects of the project is its stress on reading and writing acquisition and the provision of materials through which children can "read" and "write" in their own ever-changing ways. Staff and teachers observe emerging behaviors and these observations are forming a substantial knowledge base about how children learn to read and write.

MICHIGAN

Program Title and Address:

20. Project START
Wayne State University
College of Education
Division of Teacher Education
Room 251
Detroit, Michigan 48202

Right-to-Read Director:
Stella S. Liu

Target Audience:

Primary target audience is low-income parents of pre-schoolers, mostly four-year olds with some three and two-year olds (1976-77) in several Metropolitan Detroit school districts.

Description:

Two major components of the project are training and researching. Training is intended primarily for parents and secondarily for teachers and student-teachers. Training for parents aims to expand their knowledge of how children learn to read with emphasis on the development of language, visual and auditory perception and discrimination, and thinking abilities as prerequisites for reading readiness. Training for teachers and student-teachers deals with all aspects of the project with special emphasis on working with parents effectively. The research component aims to collect and analyze all the data on pre and post testing of children, pre and post interviews of parents, and the language of children, of their parents, and of the interaction between mother and child. Each year the project moves through three phases. Phase I consists of diagnostic testing of individual children. Each child in the experimental or the control group is given the TOBE and the PREP tests. Each parent is interviewed on a questionnaire. The oral language of the child and that of the parent is individually taped at a picture interview. Phase II consists of training. Parents at each project site are provided with thirteen training sessions, each for two to two-and-a-half hours. At each session, parents make two reading games with all the materials and directions provided, learn the rationale, objectives and procedures for playing the games and role

play with each other on their use. Phase III consists of post testing of individual children and post interview of individual parents.

Program Title and Address:

21. The Indian Pre-school Reading Improvement Project
Sault Ste. Marie area Public Schools
460 West Spruce Street
Sault Ste. Marie, Michigan 49783

Right-to-Read Director:

Steven R. Malmberg, Director Compensatory Education

Target Audience:

Approximately forty, three and four year olds enrolled in Sault Ste. Marie's Indian Pre-school, their parents and teachers.

Description:

The goal of this project is to provide pre-elementary children with experiences designed to minimize the possibility of later reading difficulties. Experiences have been developed for parents to use in the homes and training modules were used with the teaching staff to enhance their understanding of language and reading development. Home experiences are presented to parents via a television program funded under another grant. Home/school visitors are provided; a consultant is available at monthly parents' meeting.

Program Title and Address:

22. Pre-elementary Right to Read Project
Detroit Public Schools
5057 Woodward Avenue, Rm. 874
Detroit, Michigan 48202

Right-to-Read Directors:

Pearl Samples
Doretha Taylor

Target Audience:

Pre-school and Kindergarten children in eighteen schools. Selection is based on a needs identification procedure.

Description:

This program is designed to prevent and eliminate reading deficiencies in pre-school and kindergarten children in selected schools. Approximately 2,300 children are participating.

The following are key characteristics of the project:

1. Orientation and in-service training for all new project participants.
2. Ongoing in-service training as needs indicate for participants continuing in the project.
3. Curriculum materials for each teaching team to implement project goals in the classroom.
4. Supportive services from the Department of Early Childhood Education.
5. Supportive services from local school librarian.
6. Evaluative services to determine the effectiveness of the new curriculum.
7. Support and assistance from regional level, parents, local school advisory committee and city-wide Right-to-Read Advisory Council.

MINNESOTA

Program Title and Address:

23. Brainerd Indian School District #181
300 Quince Street
Brainerd, Minnesota 56401

Right-to-Read Director:

M. E. Kessler

Target Audience:

Four and five year old pre-kindergarten and kindergarten children, as well as some six year olds who are not ready to enter a beginning reading program.

Description:

All children are screened in the beginning of the school term. Those scoring below the fourth quartile are considered to be in need of intervention. The need is met by inviting the children and a parent to weekly three-hour sessions where parents alternately participate in activities and spend time observing their children while teachers work with them. As a part of each session, parents are given suggested activities for each day of the week following the session and are allowed time to go over with the teacher and other parents the activities of the previous week. This is the PREP phase of the project. In addition to PREP, all parents and their four year olds may come to the PREP school in the afternoon on schedule for one and a half hours per week. Here parents do activities with their children and the staff. These activities are based on the needs of the children. Parents also pick up a set of activities for each ensuing day of the week and some time is given to allow parents to react to the activities of the previous week.

The main phase of the project is the curriculum guide which is a guide which is adaptable to the specific needs of each child in the project. Accompanying the guide is an activity book, TIPS FOR PARENTS, which has three sample activities for each skill.

Program Title and Address:

24. Staples Indian School District 793
Lincoln Model Nongraded School
Staples, Minnesota 56479

Right-to-Read Director:

Don Droubie

Target Audience:

All pre-school children and parents who reside in the school district.

Description:

The project goal is to facilitate the development of pre-school children in the areas of cognitive and language skills by working with parents to give them desirable teaching and child management skills. The program consists of nine months of home visits, one hour once a week. The trained paraprofessional, home-base educator initially screens the target child to determine the developmental level of the child. The following weeks she brings activities for the mother to do with the child based on the screening findings. The home-base educator encourages the parent to select the activity, determine the amount of aid needed and extensions of the activity. The progress of the child is again evaluated weekly and at the end of nine months. The home-base coordinator reviews the overall findings to assist in determining the progress and new objectives. The home-base educator also brings loaner toys which can be kept for one to two weeks to encourage the parents to use everyday materials, routines, and jobs as teaching tools. The end result is to see the child's environment as a teaching, stimulating one.

Project Title and Address:

25. Children/Parents Pre-school Training Project
S.W. and West Central Education Cooperative Service Unit
Marshall, Minnesota 56258

Right-to-Read Director:

Harold G. MacDermot

Target Audience:

Participants reside in twenty-eight school districts in rural southwest, Minnesota. The target audience is parents and their pre-schoolers who are four years old and have older siblings with reading problems.

Description:

The objectives of this project are to reduce the number of children who become identified as problem readers and increase parents' effectiveness as teachers of their children. These objectives are achieved by establishing pre-school programs in cooperating school districts. Children and parents receive instruction in eight 2-hour weekly sessions in the fall and another eight sessions in the spring. Activities for children are designed to increase their vocabulary development, motor skills, and ability to participate in the learning process. Activities for parents include "Understanding Children's Behavior," "Developing Responsibility," and using materials found in the home to provide learning experiences.

MISSISSIPPI

Program Title and Address:

26. Pre-School Reading Readiness Program
Jackson Municipal Sep. School District
662 South President
P.O. Box 2338
Jackson, Mississippi 39205

Right-to-Read Director:

Swinton A. Hill
Limmie Flowers

Target Audience:

Five year olds identified as having reading problems and who will be entering the first grade the following term.

Description:

The project goal is to develop the capacity of 100 five year olds, identified as having potential reading problems, by providing educational experiences for the children, training for the parents, and staff development for teachers. The program consists of readiness experiences for the children conducted during half-day sessions, five days a week throughout the school year at four elementary schools—Baker, Dawson, Powell, and Spann. The major focus of the program is on readiness activities. Large group, small group, and individual instruction provide an experience-based program. Continuous progress instruction is related to each child's performance on the Santa Clara Inventory of Developmental Tasks. After

diagnosing the needs of each child, the teacher identifies long range objectives to increase developmental abilities in motor coordination, visual motor performance, visual perception, visual memory, auditory perception, auditory memory, language development, conceptual development, and social-emotional development. A developmental profile developed for each child by the teacher provides the basis for educational activities at school as well as in the home. During the afternoon the staff conducts home visits and assists parents in using materials provided by the project. Staff development sessions based on assessed staff needs are planned cooperatively by the pre-school facilitator and staff members.

NEW YORK

Program Title and Address:

27. Brooklyn Kindergarten Society, Inc.
25 Eighth Avenue
Brooklyn, New York 11217

Right-to-Read Director:

Dennis Berry

Target Audience:

Approximately 430 day care children age 2.9 to 6 years, residing in Brooklyn, N.Y., and attending five centers operated by the Brooklyn Kindergarten Society.

Description:

The project goal is to effect a transfer of expertise in multi-modality approaches to language and thought from a Resource Team consisting of Project Director, Training Coordinator, Language Consultants and Evaluators from Brooklyn College, City University of New York, to the personnel of pilot day care centers. The Resource Team, along with day care personnel, including representatives from Brooklyn Kindergarten Society, parents, Center Brooklyn Model Cities Early Childhood Resource Center, Agency for Child Development—Human Resources Administration, and related community agencies, form a Project Planning Council that plans and reviews all activities. The program includes:

-Workshops for teachers
-Classroom visits by a Resource Team
-Dissemination of information to parents, other pre-elementary agencies, and neighborhood public schools

OKLAHOMA

Program Title and Address:

28. Reading Improvement Project
Broken Arrow Public Schools
112 North Main
Broken Arrow, Oklahoma 74102

Right-to-Read Director:

Deanna Miller

Target Audience:

All pre-schoolers age five by November 2 and residing in Broken Arrow, Oklahoma.

Description:

The project goal is to develop the capacity of pre-elementary school children for reading by providing educational experiences for the children, training for the parents, and staff development for all kindergarten teachers. The program consists of a pre-kindergarten readiness clinic implemented in May of the school year prior to the child's entrance into kindergarten. The purpose of the clinic is to determine the child's strengths and weaknesses with regard to areas related to success in beginning reading. The program coordinator is responsible for spring kindergarten clinic follow-up. This is accomplished by working closely with teachers in integrating their teaching techniques with the child's learning modality (as determined by clinic testing) and by assisting the teacher in implementing individualized readiness training programs. A consultant model approach is utilized which allows the project staff direct contact with the children as well as teachers while emphasizing support to the development of regular teacher skills. Further diagnostic testing is given, when deemed necessary, based upon teacher referral procedures. Kindergarten Readiness Kits are made available to parents for home instruction. Pre and post conferences are held with each parent preceding a kit

check-out, as a measure of success of the program. Based on these discussions, pertinent information is recorded for evaluative purposes. A four week summer program is held during the month of June. Thirty children involved in the project who continue to display weaknesses are invited to attend.

OREGON

Program Title and Address:

29. Pre-Reading Enrichment Program
Yamhill County Intermediate
743 E. Fifth Street
McMinnville, Oregon 97128

Right-to-Read Director:

Marilyn Brown

Target Audience:

Four and five year old children in Yamhill County and their parents.

Description:

The goal of the program is to increase reading ability by identifying children who are lacking in reading readiness skills at age four and five with the help of trained parent volunteers. A validated group screening test is given throughout the county involving children at home, in kindergarten, and in pre-schools. Vision, motor skills, and speech are checked along with the Early-In Test of Cognitive and Developmental Skills. A profile based on age norms is made showing the ability level of each child in the following areas: Listening Skill, Visual Skills, Picture Completion, Eye-Hand Coordination, Copying Shapes, Draw-a-Person, Vocabulary, Relationships, Letters, Numbers, and Naming Colors. Profiles are returned to parents at Parent Report Meetings.

Home Instruction candidates are chosen based on the results of this profile and teacher referrals. The profile is used to design an individualized instruction program for each child. Each week the home trainer brings a variety of worksheets and materials to the parents. The parent is taught how to use the materials to teach the child. At the end of the home instruction period children are post-tested. These results are plotted on the pre-test profile showing the growth each child made. Parents fill out a feedback form regarding the quality of their home instruction program.

PENNSYLVANIA

Program Title and Address:

30. Affective Education Program
School District of Philadelphia
21st Street So. of the Parkway
Room 323
Philadelphia, Pennsylvania
19803

Right-to-Read Director:

Jessie M. Gibson

Target Audience:

Parents, teachers, and aides of approximately 300 pre-elementary students in District #2 of the Philadelphia School System.

Description:

The project goal is to focus the combined efforts of teachers, aides and parents on activities designed to prepare pre-elementary children for reading. The program consists of staff development for these groups of parents, teachers, and aides who meet together for twelve sessions. The primary focus is on reading readiness. The teaching staffs use classroom activities to develop reading readiness skills, while the parents of their students use activities compiled in a Parent Home Activity Booklet to develop these reading readiness skills at home. Parents also meet once a month for four months for sessions in child rearing skills including communication skills, dealing with misbehavior, coping with the discontinuity between home and school, and enriching the role of the parent as a resource for the child's learning. Follow-up for the teaching staff includes observation of classroom activities suggested by the staff developers and two in-home demonstration sessions for the parents by specially trained parent educators.

SOUTH CAROLINA

Program Title and Address:

31. Ready to Read with Parent Involvement
Fairfield County Board of Education
Education Service Center Region V, P.O. Box 1069
Lancaster, South Carolina 29720

Right-to-Read Director:

Mary C. Norwood

Target Audience:

Kindergarten children who exhibit substantial reading readiness deficits, their pre-school siblings at home and their parents in five South Carolina Region V School Districts.

Description:

The project has several components designed to reduce the number of children who begin formal reading instruction in the first grade with substantial reading readiness deficits. The project components are: (1) a criterion checklist of reading readiness skills; (2) sets of specific readiness activities keyed to skills on the readiness checklist; (3) a training program for parents to teach them to conduct reading readiness activities with their children at home; (4) parent involvement training program for kindergarten teachers and Parent Involvement Aides (PIA); and (5) a program guide for coordinating the implementation of all program components.

Parental involvement includes the use of reading readiness materials prepared by PIA's and sent home in tote bags weekly, individual home visits by PIA's, and small group meetings or workshops to learn how to conduct these activities.

TENNESSEE

Program Title and Address:

32. Pre-School Reading Readiness Program
Carroll County Board of Education
P.O. Box 510
Huntingdon, Tennessee 38344

Right-to-Read Director:

Lon Shuler

Target Audience:

Three to five year old children and their parents.

Description:

This is a pre-school reading readiness program using parents as the primary teachers of their own children. The unique feature of the program is that it utilizes a renovated old school bus as a mobile learning center to take the classroom to the children. The program deals with a wide range of skills in four developmental areas: fine motor, gross motor, language, and personal/social.

The family first receives a home visit from an instructional aide during which the program is explained and a diagnostic test is given to the child. The parent and child then begin weekly visits to a mobile learning center. Using the diagnostic information available, the parent and instructional aide plan a program for the child based on developmental curriculum. While at the mobile learning center the child participates in activities planned by the aides. Usually, a parent will lead the activity after a brief explanation from an aide. The parent also has an individual conference each week with the aide. The child's performance on specific developmental tasks is discussed and a new activity is assigned for use at home during the week. If necessary, manipulative items are loaned to the family.

VERMONT

Program Title and Address:

33. Orleans-Essex North Supervisory Union
Derby Elementary School
Derby Line, Vermont 05830

Right-to-Read Director:

Lois Wolfe

Target Audience:

Four and five year olds residing in the towns of Brighton, Charleston, and Morgan; four year olds in five towns, parents, staff, and administrators.

Description:

The goal of the Project is to develop the capacity of pre-elementary school children for reading by bringing direct educational, screening, and referral services to four and five year olds; and by providing training and resources for their parents, and staff development for teachers. Through group and individual-

ized instruction, objectives of the reading readiness program for five year olds emphasize physical motor, perceptual skills, and social emotional development. Ongoing assessments of each child's needs are accomplished through observation checklists and maintenance of anecdotal records. The program for four year olds is designed to identify those children who may experience difficulties upon entering school and to offer appropriate staff services and/or referral. These services are accomplished through parent and child involvement activities and conferences, including home visitation. Community circumstances necessitate different approaches to the four year old program in each of the five communities and may include in-school readiness programs integrating cognitive and affective learning. Parent involvement of both the four and five year olds is through group sessions, conferences, visits, volunteer activities, the borrowing and home use of resources and materials, and service on the Parent Task Force. Staff development is an ongoing response to assessed staff needs.

VIRGINIA

Program Title and Address:

34. Pre-Elementary Montessori Model Program
Drew School, Arlington County Public Schools
3500 South 24th Street
Arlington, Virginia 22206

Right-to-Read Director:

Ray O'Neill

Target Audience:

The target children were selected by lottery from the total number of five year olds enrolled in the Drew Montessori program. Two thirds of vacancies are reserved for children of families whose adjusted family income is less than $10,000 per year or for children of limited English speaking ability.

Description:

The basic educational objectives of the Drew Right-to-Read program are: (1) to develop a confidence structure within the child's total home/school environment; (2) to develop increased communication between parent and teacher; (3) to develop common goals for language development and reading skills; (4) to share materials which could be used in the home to develop language skills, and (5) to encourage use of the school and public libraries. Since there was a reluctance on the part of the Drew parents to have teachers visit in the home, a series of workshops for staff and parents is being planned with Howard University on Home Visitation. Public library staff will be invited to participate in staff development activities for teachers and parents. Afternoon instruction for the selected five-year-olds is planned by the Montessori teachers and conducted by trained Montessori teacher assistants. A parent questionnaire will be the basis for workshops, seminars, and possibly a college credit course on such topics as use and interpretation of tests, report cards, use of in-home materials, and child development. A comprehensive evaluation program, under the guidance of Howard University, will provide valuable information on each child to be shared with the receiving first grade teachers.

Program Title and Address:

35. Prince Edward County School Board
P.O. Box 427
Farmville, Virginia 23901

Right-to-Read Director:

Nancy Iverson

Target Audience:

The target audience is all children who attend kindergarten in the Prince Edward County Public Schools. The school population is predominantly rural and low income.

Description:

The Pre-Elementary Right-to-Read Program in Prince Edward County is attempting to improve the academic achievement of kindergarten children through a three-pronged program. In the school setting the Santa Clara Inventory of Developmental Tasks is used to assess each child's growth and to build a program of well balanced readiness activities based on each child's individual needs and rate of growth. The second facet of the program involves building greater cooperation between school and home. There are extensive home visiting and parent educa-

tion activities. The third prong of the program is directed toward the community at large. In addition to articles and announcements in the newspaper and on the radio, visits are made to local nursery schools, churches, and civic groups. Parent training meetings are open to the community.

VIRGIN ISLANDS

Program Title and Address:

36. Virgin Island Department of Education
P.O. Box I, Christiansted
St. Croix, U.S.V.I. 00820

Right-to-Read Director:

Jean E. Canton

Target Audience:

The target audience is all kindergarten children enrolled at Alfredo Andrews School and one class of children who have had previous kindergarten experience, but who are not yet ready for first grade.

Description:

The program provides a basic language arts program designed to assist kindergarten children in attaining a competency level to insure improved academic performance and social maturity necessary for beginning reading.

The emphasis in the training program for teachers and aides is on promoting better parent-school communication and on the development of tasks for parents to work with their children at home.

Training sessions for parents are ongoing throughout the year. They consist of demonstrations of techniques which parents can employ in carrying out, "in-home" education experiences with their children. Parents develop and demonstrate an activity to be used at home with children. A portion of each meeting involves feedback and sharing by parents. Children are screened at their entrance into the program and the teacher plans long-range objectives and specific activities to provide for the needs of each child. Staff development needs are assessed by and planned cooperatively by staff and director. A newsletter is produced by the project—providing information about the project and presenting features for parents and teachers.

WEST VIRGINIA

Program Title and Address:

37. Hardy County Pre-Elementary Reading Improvement Project
Hardy County Board of Education
510 Ashby Street
Moorefield, West Virginia 26836

Right-to-Read Director:

Florence Chochran

Target Audience:

Children (ages 3-6), parents and staff in all pre-elementary programs in Hardy County: Kindergarten, Head Start, Welfare Day Care, and In-Home Child Development Programs.

Description:

Project goal: The project is designed to assist children in developing language and pre-reading skills, by providing experiences and materials relative to such development, and to provide training for staff and parents. Such activities are provided within the framework of existing programs—

-Kindergarten
-Head Start
-Welfare Day Care
-In-Home Child Development

Each child is assessed and activities are planned. The Peabody Picture Vocabulary Test and the Denver Development Test are used as pre-tests and post-tests.

The staff development program for parents and teachers includes information on child development.

CONTRIBUTING PROGRAMS

The following is a list of the programs from which materials and projects were received. All of the products received are identified by title. In some instances the products are described and the reader is provided with information regarding the availability of the products. Information was received from 29 of the 37 programs. However, samples from all of the programs were not used in the Handbook. In some instances the materials were received too late to include; in other instances the materials, though very good, were not appropriate for use in the Handbook.

Please note the identifying number in the first column. The numbers were assigned by CFI as a means of identifying each program and are used consistently throughout the manual.

Number	Program Name	Products Received
3.	PROJECT READY Corona-Norco Unified School District Corona, California	-Readiness Enrichment Activities for Disadvantaged Youth: A Curriculum. (Available through the project.)
5.	Project PIP Elk Grove Unified School District Elk Grove, California	-Prescriptive Intervention Program: Teachers Handbook. The complete inventory of developmental tasks is available through: Richard Zweig and Associates, 20800 Beach Blvd., Huntington Beach, CA 92648. The Teacher's Handbook is available through the project.
7.	Spanish Education Development Center Washington, D.C.	-The SED Center: An Overview -Observation Guides —Project Evaluation Report -Description of the LADO materials For further information contact the project.
8.	Project BOLD Baldwin County Board of Education Milledgeville, Georgia	-Parent Involvement Handbook (Available through the project.)
9.	Lanier County Board of Education Lakeland, Georgia	-Flyer: Preschool Reading Readiness Program -Parent Child Reading Library: A Description
11.	Rockford Public School Rockford, Illinois	-SPROUT: Preschool Newsletters -Varied Activities in several skill areas
13.	The Schoolhouse Highland Park, Illinois	-Parent-Kid Cookbook: a guide to the development of language, mathematics, and science discovery through the medium of cooking. -Parent's Schoolhouse Guide: program description and information for parents. -"Hey, I wrote It Myself": the plays of the children -How To Have Fun Making Things Together: Spring Parent Program

Number	Program Name	Producted Received
14.	Project PERC Hutchinson, Public Schools Hutchinson, Kansas	-Project PERC: Program Materials and Services (Available through the project.)
15.	Hardin County Board of Education Elizabethtown, Kentucky	-Ideas for PARENTS: a handbook of activities for parents to do with their children. -Rating Forms -Program Report
17.	Northeast Louisiana University and Monroe City Schools Monroe, Louisiana	-A Garden of Learning for Kindergarten Children: A Curriculum. (Available through the project—cost $24.95)
18.	Roman Catholic Church of the Diocese of Baton Rouge Baton Rouge, Louisiana	-Handbook for Kindergarten Parents -Kindergarten Curriculum Guide. (Both publications are available through the project.)
19.	Boston University Boston, Massachusetts	A variety of publications: -Using Symbolic Props in Play: A Curriculum Guide and Discussion for Pre-School Teachers. -Mathematics Curriculum Guide for Pre-Schoolers. -Activities for Parents and Children: A Resource Book for Teachers -Using Teacher-Made Reading Materials in the Preschool -What Do Pre-Schoolers Know About Reading? -Science Curriculum Guide for Preschoolers -Using Reading Everyday in the Pre-School: A Curriculum Guide and Discussion for Teachers.
20.	Project START Wayne State University Detroit, Michigan	-Final Report
21.	Sault Ste. Marie Public Schools Salut Ste. Marie, Michigan	-Final Evaluation Report
22.	Detroit City School District Detroit, Michigan	-Pre-Elementary Right-to-Read Project: A Description -Competency Measures: Competencies for Pre-School -Activities for Parent Involvement
23.	Brainerd Ind. School District #181 Brainerd, Minnesota	-Tips for Parents: A Handbook -Developmental Checklists (Both are available through the project.)
24.	Staples Ind. District #793 Staples, Minnesota	-List of Goals
25.	S.W. and West Central Education Marshall, Minnesota	-Curriculum Guide -Parent Materials (Available through the program)

Number	Program Name	Products Received
26.	Jackson Public Schools Jackson, Mississippi	-Brochure describing the program
27.	Brooklyn Kindergarten Society Brooklyn, New York	-Child Profile
28.	Project KARE Broken Arrow Public Schools Broken Arrow, Oklahoma	-Readiness Checklist -Home Instruction Kit -Flyer describing program
29.	Yamhill County Intermediate McMinnville, Oregon	-5 year old Direction Booklet -Sample curriculum for home intervention instruction -Program Synopsis
30.	Philadelphia School District Philadelphia, Pennsylvania	-A Social Skills Guide for Parents to: HELP CHILDREN COPE
31.	Fairfield County Board of Education Lancaster, South Carolina	-Program Performance Report -Carolina Developmental Profile -Summer Fun for Parents and Children -Readiness Activities to Make -Activities in Varied Skill Areas
32.	Carroll County Board of Education Huntingdon, Tennessee	-Carroll County Pre-School Developmental Activities: A Curriculum Guide -Pre-School Reading Readiness Program: A program narrative and compilation of forms used and assessment instruments. -Carroll County Language Development Curriculum K-6 -Carroll County Pre-School Development Curriculum -K-6 Language Development Activities
33.	Derby Elementary School Derby Line, Vermont	-Varied Activities -Your Child Grows Through Discovery -Flyers describing program
35.	Prince Edward County School Board Farmville, Virginia	-Gee....Everybody Has A Right-to-Read: A booklet of activities correlated with the Santa Clara Inventory of Developmental Tasks.
36.	Virgin Islands Dept. of Education St. Croix, U.S.V.I.	-Parent Involvement Activities
37.	Hardy County Board of Education Moorfield, West Virginia	-Checklist -List of Resource Books

THE MANUALS

The manuals are written with a broad audience in mind—parents, teachers, and administrators. While manuals II, III, and IV specifically address parents, teachers, and administrators respectively, the content of each manual is applicable to all readers.

Manual I: Development of Pre-Reading Skills: A Theoretical Perspective

This manual is designed to provide the reader with pertinent information regarding young children and reading. It covers such topics as: the skills necessary for reading acquisition; how children acquire these skills; and the importance of reading to young children. Included in this manual is a bibliography of children's books. This manual is based on the premise that an adult working with young children must understand how children learn to read. With this knowledge they can appreciate the importance of introducing reading readiness activities early.

Manual II: Pre-Reading Ideas for Parents

While this manual is designed as an easy reference source for parents of young children, the activities included can also be effectively used by teachers. In addition, administrators may find this manual helpful when planning and implementing parent training programs. The primary focus of the parent manual is to provide activities through which parents can help their young children develop the skills necessary to learn to read. However, many of the activities serve multi-purposes in that they aid in the acquisition of a variety of prerequisite skills that are crucial to later academic success.

Pre-Reading Ideas for Parents is divided into the following subsections:

- *Should You Teach Your Child to Read?*—An extremely informative article written by Shirley A. Jackson, Director, Basic Skills Program.
- *You Can Help Your Child Develop and Learn*—The importance of the parent as teacher is simply outlined and explained. In addition, suggestions for preparing children for school are provided.
- *What Does "Assessing Your Child" Mean and Why Is It Important?*—The importance of determining the child's ability and skill in various areas is stressed. The area of "individual differences" is explained, and a simple assessment form is provided.

-*Skill Areas to Focus On and Why*—The major areas in which the mastery of certain skills are prerequisites to learning to read are defined—gross motor, fine motor, language, cognition, and personal social.

-*Easy Fun Activities to Do with Your Child*—A variety of activities that can be done in the home, and that do not require the purchase of expensive materials, are explained in detail. Several activities are included for each skill area.

Manual III: Promising Practices for Teachers in Pre-Elementary Programs

The manual for teachers is designed, primarily, as a sharing tool. It shares effective practices and products that have been either developed or refined by pre-elementary Right-to-Read programs in the following areas:

-*Activities:* A variety of activities that focus on aiding in the development and mastery of skills and concepts in the areas of cognitive, language, personal/social, and motoric development are included.

-*Parent Involvement:* Methods of integrally involving parents in the program and in the education of their children are shared. The intent was to share those methods that were proven effective by the various Right-to-Read programs. This manual also stresses and explains the importance of parent involvement, and identifies modes by which to train parents.

-*Assessment:* Formal and informal methods of assessing the strengths and weaknesses of children in the various skills areas are provided. Examples of a few of these instruments are included. When applicable, information pertaining to how and where the assessment instruments can be obtained is given.

While this manual for teachers is specifically designed for use by teachers of pre-school and kindergarten children, many of the activities can be easily adapted for use with older children. Further, administrators will find this manual a helpful tool when utliized in their staff development programs. Parents can also use many of the activities with their children at home.

Manual IV: Promising Practices for Administrators of Pre-Elementary Programs

This manual is especially relevant for the administrator who is charged with developing, coordinating, and supervising a comprehensive child development program. Besides dealing with the

areas that have been included in the two other manuals—assessment, skill areas, and activities—it supplies other very relevant information as follows:

- -Dimensions of a positive, comprehensive child development program.
- -What administrators should know about a comprehensive reading program.
- -Integration of the development of reading skills in the child development curriculum.
- -Methods for teacher training/staff development.
- -Different learning environments: the classroom, the home, and mobile units, e.g., specially designed and equipped buses.
- -Methods of coordinating federal and other resources to implement an exemplary program.
- -Administrators' roles, responsibilities, and relationships with parents.
- -Procedures through which administrators can foster public awareness of the program.

The manual has most applicability to administrators. However, teachers may find several aspects of the manual useful and parents may find it very informative. It will provide both parents and teachers with knowledge and understanding of the very complex job of the administrator.